



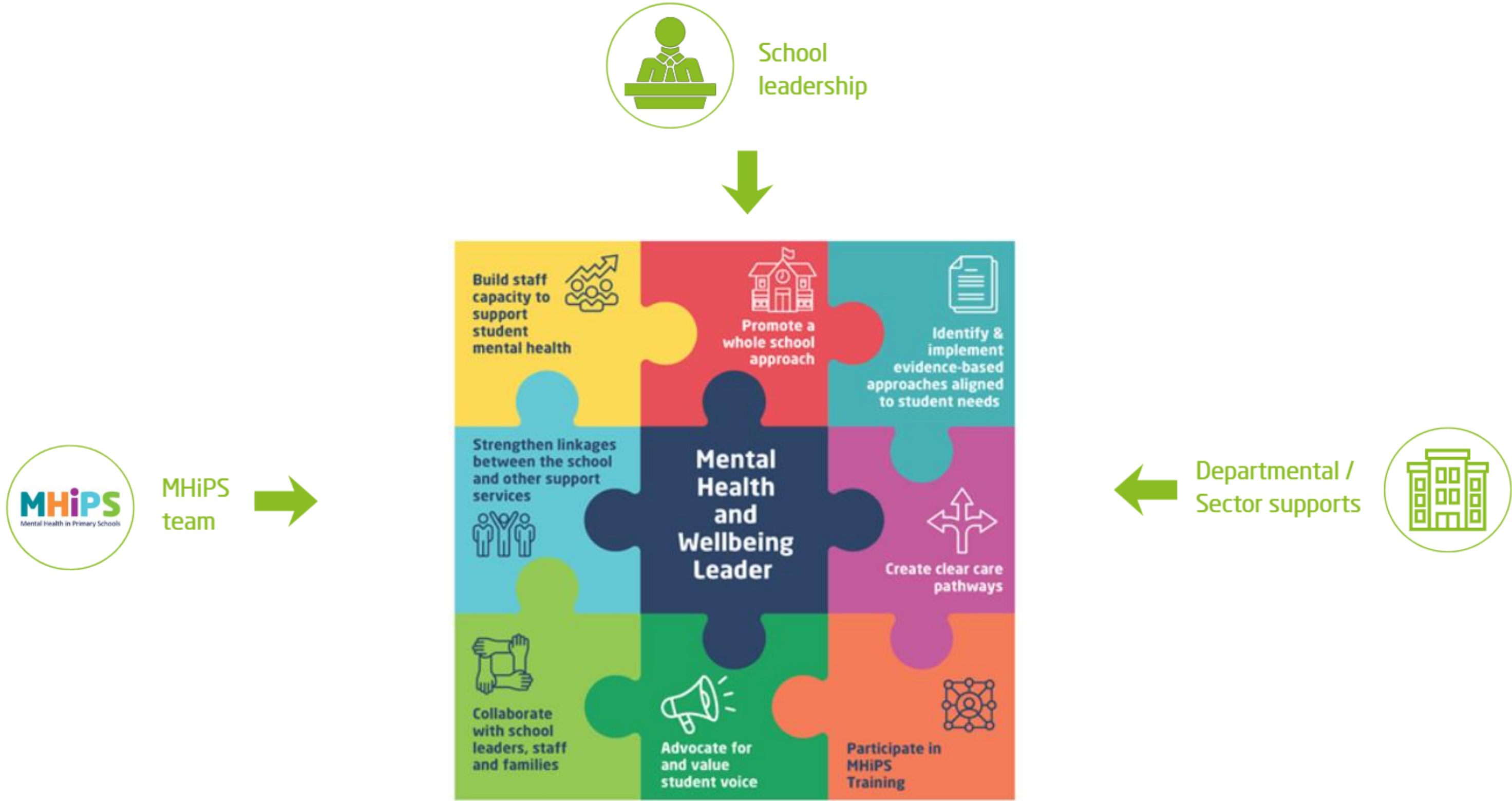
MHiPS

Implementation & Impact

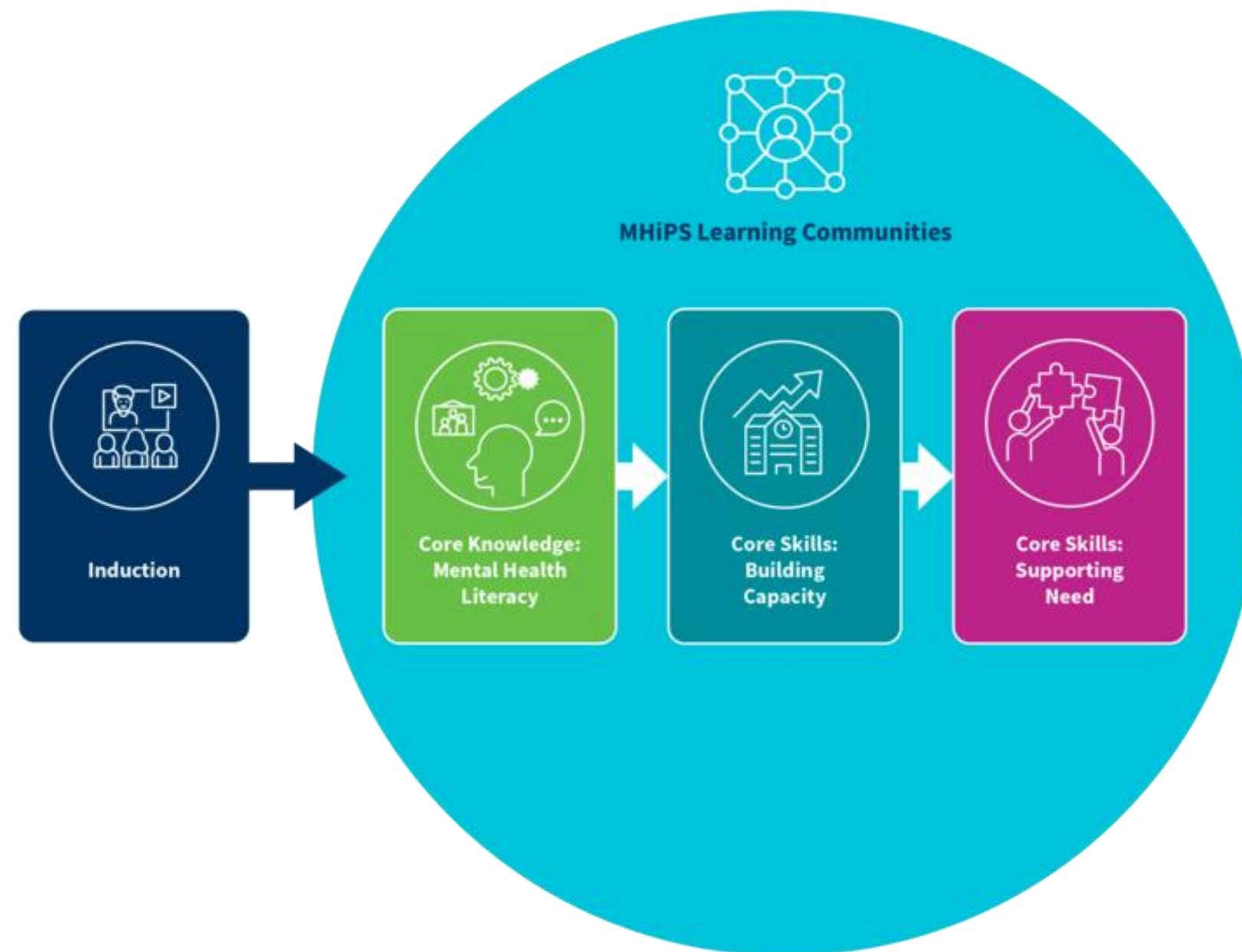




MHiPS as systems change and workforce development

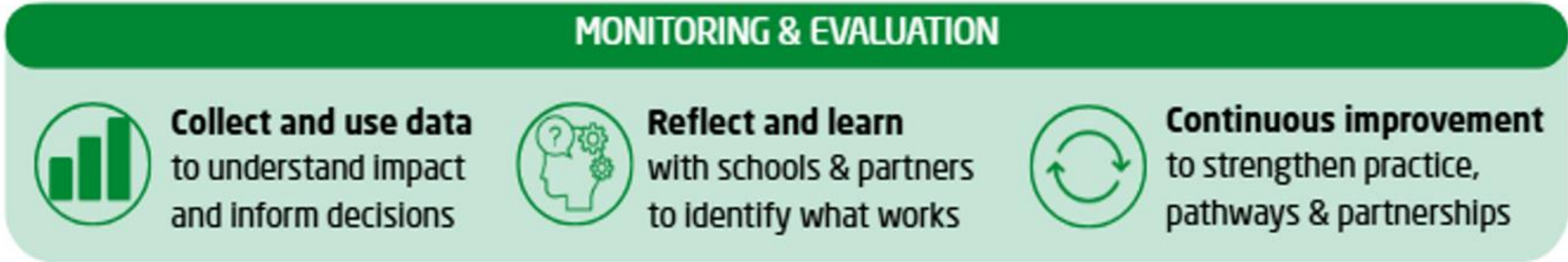


The training approach





Continuous improvement



Cycle of Inquiry

- Monitor data from stakeholder reflection cycles
- Refine and adjust as required

- Plan for monitoring adaptation
- Implement changes



- MCRI evaluation data and feedback from stakeholders
- New research and evidence

- Collaborate with stakeholders to analyse themes and co-develop the approach

Adaptation for context



Source: APSC Aboriginal and Torres Strait Islander Cultural Capability Framework, 2019.
Queensland Government



Implementation learnings



WHAT SUPPORTS IMPLEMENTATION?

- ✓ Strong school leadership support
- ✓ Participation in MHiPS training and Learning Communities
- ✓ Ongoing involvement in MHiPS
- ✓ Protected time to perform the MHWL role
- ✓ MHWLs delivering tailored professional learning to school staff
- ✓ MHWLs connecting and sharing ideas



The longer schools participate in MHiPS, the greater the reported impact

80% of staff in established MHiPS schools observed improvements in student mental health & wellbeing compared to

70% of staff in new MHiPS schools

Impact at the school level

Compared to 'new' MHiPS schools, 'established' MHiPS schools show:

PRIORITISATION

Stronger school prioritisation of mental health and wellbeing and greater availability of in-school support to meet needs

CULTURE & LANGUAGE

Reduced mental health stigma among school staff and families, and increased use of positive wellbeing language

CURRICULUM

More curriculum-embedded teaching of mental health and wellbeing

REFERRALS

Improved knowledge of, relationships with, and access to external mental health services

Compared to non-MHiPS schools, staff in MHiPS schools show:

KNOWLEDGE

improved knowledge of child mental health (mental health literacy)

CAPABILITY

Greater capability, confidence and self-efficacy to support student mental health and wellbeing need



Mental Health Literacy [professional learning] helped me better recognise early signs of anxiety and emotional distress in students, rather than dismissing them as typical behaviour. I now feel more confident in initiating supportive conversations, using appropriate language, and applying practical strategies such as check-ins and classroom adjustments to help students regulate and feel safe. It also clarified when and how to seek additional support from wellbeing staff or external services.

Teacher



Having a qualified teacher out of the class to support and train teachers in the area of mental health and wellbeing has built whole school capacity and understanding. It has enabled the school to roll out initiatives such as 3 yearly screening, SEL intervention groups, referral processes and behaviour flowcharts.

Teacher



Impact for students & families

STUDENT WELLBEING

80% of staff in established MHiPS schools reported an impact on student mental health & wellbeing outcomes

- Staff most commonly observed:
- greater emotional awareness
 - improved self-regulation
 - increased help-seeking
 - fewer incidents and escalations

- Parents reported:
- improved child social, emotional and behavioural wellbeing



- improved child knowledge of how to seek help for mental health & wellbeing concerns at school

PARENT OUTCOMES

- Greater mental health knowledge
- Stronger communication & help-seeking



Students are showing greater emotional awareness, improved self-regulation, and a stronger willingness to seek help when they need it. Classroom environments feel calmer, engagement has increased, and there are fewer incidents of dysregulation. Overall, wellbeing is visibly improving across cohorts.

MHWL / Assistant Principal



MHiPS in Practice



Mental health, to me, is about our bodies and brains being happy and content. It means that I am capable of doing my work and having a good time at school.

Student



MHiPS has been a really helpful addition to our lives and relieves a lot of stress knowing that there is a dedicated resource at school for kids like [name].

Parent